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ABSTRACT

The Identifying School Behavior Problems program is a computer based system for developing and implementing individualized education plans for the social-emotional skills area. Designed for use with troubled children, the program systematically leads the teacher through processes of assessment, instruction, and recordkeeping using a menu system of selection. Detailed information is organized in such a manner as to facilitate the in-class management of the children, and in addition, to train teachers in methods and techniques found effective in modifying aberrant behaviors. The paper describes the system, and its development, use, and benefits. A sample student evaluation and resources are also provided.

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ANDRUS INSTRUCTIONAL MANAGEMENT SYSTEM

IDENTIFYING SCHOOL BEHAVIOR PROBLEMS

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INTRODUCTION

The Identifying School Behavior Problems (hereafter ISBP) program is a computer based system for developing and implementing individualized education plans for the social-emotional skills area. Designed for use with children who are troubled, this program systematically leads the teacher through a process, using a menu system of selection. Detailed information is organized in such a manner as to facilitate the in-class management of the children, and in addition, to train teachers in methods and techniques found effective in modifying aberrant behaviors.

DESCRIPTION:

The ISBP functions as an assessment tool, an instructional tool, and a recording device.

As an assessment tool, the system helps teachers to identify behaviors in need of improvement by providing the teacher with 14 pupil behavior categories essential to successful school functioning. The teacher is then able to pinpoint identifying characteristics a pupil displays within each behavior category and finally specific observable beahviors that the teacher has observed as a hindrance to the child's success in school.

The behavior identification section of the system provides three extremely important qualities of evaluation in education:

(1) precision
(2) consistency
(3) baseline data.

As an instructional tool, the system takes the teacher through a process whereby they are helped to categorize problem behaviors by identifying their characteristics and manifestations.

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The evaluation process continues with the teacher linking related goals, objectives, and criteria for achievement. The system provides banks of cataloged resources, ideas, and readings, as well as sample lesson plans.

As a recording device, the ISBP records and prints reports of baseline data including evaluations with indicated objectives. The system is used throughout the year to display recorded information regarding the child's social and emotional performance as it effects his ability to operate in school. Progress is automatically recorded by the system as objectives are achieved. New objectives are then designated by the teacher, and the process continues.

DEVELOPMENT:

The Orchard School staff, over a period of three years, aided in the development of the contents. Their primary purpose was to clearly identify and describe behaviors that interfere with a youngster's school success. Secondarily, the teachers desired to set up a model system for implementing individualized behavior improvement plans.

ISBP contains:

	# of Items
14 Behavior Categories	14
5 Characteristics per Category	70
5 Specific Observable Behaviors per Characteristic	350
5 Goals per Category	70
5 Terminal Objectives per Characteristic	350
20 Conditions	20
Resources	350

USE:

1. The ISBP presents a series of menus on screen. The teacher chooses behaviors, goals, and objectives which the computer records, stores, and which can be printed in an attractive report.

2. The teacher is provided with statements of

   (a) current level of functioning
   (b) goals
   (c) objectives

necessary for establishing IEPs and IEP reviews.

3. Pupil progress is posted and printed. The teacher, pupil, and parent see progress by comparing behaviors, goals, and objectives of previous evaluations to later evaluations.

4. No more than three behaviors or objectives may be considered current at any one evaluation. ISBP is not designed to provide a complete profile of the student's behaviors, but to direct the teacher's and student's attention to a finite number of behaviors in need of improvement, to target their efforts and make success possible.

BENEFIT:

The most powerful aspect of the ISBP system is it's ability to train and structure teachers in defining behaviors, evaluating impact, planning strategies for intervention, and identifying and utilizing resources.

The instrument is precise, the language is relevant and consistent, and the resultant data lends itself to application.

EQUIPMENT:

The ISBP will run on almost any micro-computer, including Apple, IBM, and Radio Shack. A hard disc drive is required.

SOFTWARE:

ISBP software may be adopted. Adoption/adaptation requires implementation training. For further information, contact Bernie Kosberg at 914-965-8786.

ANDRUS INSTRUCTIONAL MANAGEMENT SYSTEM
STUDENT EVALUATION

EVALUATION FOR STUDENT: SAMPLE STUDENT
GIVEN BY: MR. KERN ON 02/14/84

CATEGORY: SELF-CONTROL

CHARACTERISTIC: DISRUPTIVE

SPECIF BEHAVIOR: MAKES INAPPROPRIATE REMARKS, NOISES, GESTURES

GOALS: IN REACTING TO DISAPPOINTMENT, CHANGE, PROVOCATION, OR CRITICISM, THE CHILD WILL BE ABLE TO GUIDE OR MANAGE ACTIONS IN AN ACCEPTED AND/OR APPROPRIATE MANNER

TERMINAL OBJ: DEMONSTRATES VERBAL CONTROL

WHEN : WORKING INDEPENDENTLY
WHERE: IN CLASS
FREQ : FOR 10 - 15 MINUTES

UNATTAINED.

. . . . . .

EVALUATION FOR STUDENT: SAMPLE STUDENT
GIVEN BY: MR. KERN ON 02/14/84

CATEGORY: TEACHER RELATIONS

CHARACTERISTIC: RESISTS TEACHER'S DIRECTIONS

SPECIF BEHAVIOR: TESTS LIMITS SET BY TEACHER

GOALS: WILL, OVER A PERIOD OF TIME, BE ABLE TO DEVELOP A RELATIONSHIP THAT IS CONDUCIVE TO PRODUCTIVE SCHOOL WORK AND THE DEVELOPMENT OF APPROPRIATE SCHOOL BEHAVIORS

TERMINAL OBJ: OBEYS DIRECTIONS WITH CLEARLY STATED CONTINGENCIES

WHEN : WORKING UNDER TEACHER SUPERVISION
WHERE: IN CLASS
FREQ : FOR 15 - 30 MINUTES

UNATTAINED.

CATEGORY: SELF-CONTROL
CHARACTERISTIC: DISRUPTIVE

1. DOUGHERTY, E.H. AND DOUGHERTY, A. "THE DAILY REPORT CARD: A SIMPLIFIED AND FLEXIBLE PACKAGE FOR CLASSROOM BEHAVIOR MANAGEMENT." PSYCHOLOGY IN THE SCHOOLS, 1977, 14(2),191-195

2. O'LEARY, K.D. ET AL "THE EFFECTS OF LOUD AND SOFT REPRIMANDS ON THE BEHAVIOR OF DISRUPTIVE STUDENTS." EXCEPTIONAL CHILDREN, 1970, 37, 145-155.

3. STRUPLE, J.B. "THE APPLICATION OF POSITIVE SOCIAL REINFORCEMENT TO THE BEHAVIORS OF GETTING READY TO WORK." SCHOOL APPLICATIONS OF LEARNING THEORY, 1971, 1, 34-39.

4. AZRIN, N.H. AND POWERS, M.A. "ELIMINATING CLASSROOM DISTURBANCES OF EMOTIONALLY DISTURBED CHILDREN" BEHAVIOR THERAPY, 1975,6,523-534.

5. GUNMAER, J. AND MYRICK, R.D. "BEHAVIORAL GROUP COUNSELING WITH DISRUPTIVE CHILDREN." THE SCHOOL COUNSELOR, 1974, 21(4) 313-317.

6. FILM: DISCIPLINE AND SELF-CONTROL, a 25 minute black and white, 16mm. SEIMC, Modern Talking Series, 315 Springfield Avenue, Summit, New Jersey 07901

7. FILM: GUIDING BEHAVIOR. 22 minute black and white, 16mm. New York University Film Library, 26 Washington Place, New York, NY 10003

8. MATERIAL: CREATIVE PROBLEM SOLVING, ditto masters for ages 7-12. Instructional Flair, Inc. Grand Rapids, MI Materials located in Orchard School Library.

9. CONTINGENCY MANAGEMENT: a brief article on behavior control. See ISBP Resource Library, Resource # 3 Orchard School Library

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